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**PSYCHOLOGICAL AND PEDAGOGICAL FEATURES
AND VALUE ORIENTATIONS OF MODERN STUDENTS
(for example, employees of Internal Affairs Agencies)**

The article describes the value orientation and psychological and pedagogical features of training of employees of internal Affairs agencies in higher education institutions. Assesses the legal basis of formation of professional ethical culture.

Психолого-педагогические особенности и ценностные ориентации современных студентов (на примере сотрудников органов внутренних дел)

В статье описываются ценностные ориентации и психолого-педагогические особенности подготовки сотрудников органов внутренних дел в высших учебных заведениях. Оценивается правовая основа формирования профессиональной этической культуры.

Based on the priorities of protecting life and health, rights and freedoms, lawful interests of individuals, uphold the rule of law, based on human and moral values, the society makes high demands on the moral standing of a law enforcement officer, professional ethical requirements for official and off-duty behavior, which leads to the formation of professional and ethical standard of conduct.

Analysis of normative-legal acts of the Russian Federation provides insight into the recommendations to the ethical rules of conduct for law enforcement officials (police), namely, that they must refrain from:

a) any kind of statements and actions of a discriminatory nature based on gender, age, race, nationality, language, citizenship, social, property or marital status, political or religious preferences;

b) coarseness, the display of scornful tone, arrogance, prejudiced remarks, a presentation of illegal, unfair accusations;

c) threats, offensive expressions or remarks, the actions interfering normal dialogue or provoking illegal behavior;

d) Smoking during business meetings, interviews, other official communication with citizens [7, article 26].

Advisory opinion compromises the principle of optionality, imperative requirements are more relevant here, by analogy with the provisions of the order of the **Ministry of Internal Affairs of the Russian Federation dated 24.12.2008 № 1138 «On Approval of the Code of Professional Ethics of an Employee of the Internal Affairs Agencies of the Russian Federation»** [4].

We support the scientific position of G. I. Andreeva that, «the main feature of the professional and ethical culture of employees of the Internal Affairs Agencies in its normative character, that is to say, all the demands to the moral image of employees and rules of conduct in the discharge of the official duties are fixed in various international and Russian regulatory legal acts and are obligatory for observance» [1].

However, even on condition of the standard expression, the subjective understanding of one or another still remains.

The contribution to the development of the theory and practice of education of the Internal Affairs Agencies employees is represented by lawyers, teachers and psychologists: B.G. Anan'ev, V.G. Androsuk, S.I. Arkhangelsky, A.B. Barabanshchikov, E.S. Bolshakova, V.I. Vdovuk, D.A. Volkogonov, O.D. Vyushin, A. Gerasimov, A.P. Gladilin, G.I. Gopanchuk, V.P. Davydov, V.V. Dombrovsky, O.G. Drobnicky, A.M. Zimichev, F.V. Ilyin, E.N. Korotkov, A.I. Kapustin, V.J. Kikot, O.M. Latyshev, V.I. Lebedev, V.L. Marishchuk, G.I. Michalewskaj, S.S. Musinov, M.V. Ryabova, V.J. Slepov, N.F. Fedenko, A.B. Shcheglov, V.A. Yakunin and others. In these works the theoretical basis of formation of moral-volitional and professional qualities of a person are considered.

The works on the problem of formation of professional ethical culture in the process of training of employees of Internal Affairs Agencies are of particular importance for our study: L.G. Alyoshina, Y.K. Babansky, I.D. Bagaev, I.V. Bakshtanovsky, A.D. Boikov, K.A. Buldenko, L.S. Vygotsky, E.P. Garkushin, A.P. Gladilin, G.V. Dubov, V.N. Eremin, J.A. Comensky, E.M. Ibragimov, V.M. Makushin, V.V. Kulichenko, A.I. Latkova, S.G. Lyubichev, I.A. Lobach, A.C. Makarenko, A.B. Opalev, V.N. Pankratov, G.V. Semirenko, A.M. Stolyarenko, V.A. Sukhomlinsky, K.D. Ushinsky.

The significance of the category of professional and ethical culture is socially conditioned by public needs and this cannot be underestimated. The process of formation of professional and ethical culture starts actually from the moment of birth of a human being and lasts throughout his life. In this regard, it is possible to relate the continuity of the process of formation of professional and ethical culture with a continuity of process of education. In the latter case, the legislator has come to it and has formulated the norm in the Federal Law «On Education in the Russian Federation» [5].

Humanistic values play the primary role in the mechanism and process of regulation of values, in shaping the morality of a person (a social group) the ethical culture of the society in general. Humanistic universal values are the highest criterion of individual and collective group values (V.V. Malinin, T.G. Mukhina, I.L. Stolovich, E.G. Stennikova and other). Humanistic values are integrative quality of a personality due to which moral and spiritual culture is determined; the internal structure of a human is the component the basis of personal activity (V.V. Malinin, T.G. Mukhina, I.L. Stolovich, E.G. Stennikova and other). In this regard, the leading direction in the formation of humanistic values of students in educational institutions is moral and ethical education and personal development.

Personality, family and society in this process play a key role. Family is seen as a model of a society, the value of which is in private and interpersonal relationships. They are formed, and then transmitted into society. It is in the family, as at school of piety, the correct attitude to one's neighbours and therefore to one's people, to society as a whole is formed and gets firmly established [6].

Law enforcement activity, like any area of professional activity of a human, has a certain set of characteristics, rules and ethical standards. Modern specialists should master the ways of realization of professional activity in accordance with the regulatory framework, professional standards and ethical norms of the professional community [3]. Professional ethics regulates the ethical public relations in labor sphere.

In other words, professional ethics is a set of specific moral norms that define a person's attitude to his professional duty. The professional ethics of the employees of the Agencies of Internal Affairs includes: the relations of people arising in the course of any activity; moral qualities of each employee; professional education; specific moral standards of every separate professional direction of activity [2, p. 123]. Professional legal activity, as no other one, involves people, so compliance with it certain norms and rules of behavior, moral-ethical education is necessary. An important feature of the moral character of each policeman is also the attitude to his official duties and professionalism.

The analysis of normative documents in the context of professional ethical culture of the employees of the Internal Affairs Agencies, as well as psychological and pedagogical literature, leads us to conclude that in the code of professional ethics of an employee of the Internal Affairs Agencies of the Russian Federation the basic ethical rules and standards of official behavior are adequately deployed and formulated [4, article 8]. Peremptory requirements are the following:

- behavior with dignity, friendly and open, attentive and helpful
- control of their behavior, feelings and emotions, not allowing the sympathies or antipathies, hostility, bad mood or friendly feelings to influence official decisions, to foresee the consequences of their deeds and actions;
- treatment of citizens, regardless of their official or social position;
- respect and attention to those of senior age or rank, always to be the first to greet: the junior – the senior, the subordinate – the chief, the man – the woman;
- business style of behavior based on self-discipline and expressed in professional competence, commitment, accuracy, precision, attentiveness, the ability to value their time;
- with colleagues to show simplicity and humility, sincerely rejoice in the successes of colleagues, to contribute to the successful performance of their most difficult tasks, to be intolerant of bragging and boasting, envy and malevolence;
- an employee-man, in relation to a woman, should be noble, should demonstrate courtesy, consideration and tact, to be helpful and polite in the service and in everyday life;
- an employee must be an exemplary family man, must maintain in the family the atmosphere of friendliness, kindness, sincerity, trust, must care about the education of children, the formation of their high moral qualities.

An employee must remember that immoral behaviour, promiscuity and immorality in personal relationships, lack of skills of self-discipline and promiscuity, indiscretion cause irreparable damage to the reputation and credibility of the Internal Affairs Agencies [4, article 8], and the policeman. These demands are fundamental in the process of professional training of the employees of the Internal Affairs Agencies.

The main directions of moral and ethical education of the employees of the Agencies of Internal Affairs are:

- providing employees with the knowledge on the demands from the society to their professional and moral character;
- elucidation to employees the humanistic values, the social significance of their service;
- stimulating the needs of the staff in the spiritual and moral self-improvement;

- use of educational impact in accordance with the achieved level of spiritual and moral maturity of employees;
- purposeful organization of morally-meaningful activity of employees in the process of which personal sense of ethics, moral principles and norms are formed, realised and experienced, negative actions and deeds are prevented, humanistic values and moral feelings such as responsibility and pride are formed;
- study and use of the individual characteristics of employees in educational purposes, influence of public opinion and a healthy social and psychological climate in the service staffs;
- use of spiritually-moral potential of public organizations in interests of formation of humanistic values, spiritual and moral education of employees.

Thus, while creating pedagogical conditions of formation of professional ethical culture should be based on the personality and characteristics, implementing axiological, systematic, student-centered individual approaches to organization of the educational process. Family has a key importance at the choice of instruments of forming of professional and ethical culture. Society dictates the result that we are anticipating. The teacher-educator focuses attention on the processes of self-upbringing, self-education based on moral and ethical demands for further professional activity of the future officers of the Internal Affairs Agencies.

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МЕДИАТЕХНОЛОГИИ В СИСТЕМЕ ЯЗЫКОВОЙ ПОДГОТОВКИ ИНОСТРАННЫХ СТУДЕНТОВ-МЕДИКОВ

Статья посвящена вопросам роли медиаобразования в высшем учебном заведении, рассматриваются преимущества использования медиаобразовательных технологий в образовательном процессе, дается их классификация, систематизируются функции, которые они выполняют.

Mediatechnologies in the system of the foreign medical students' language training

The article deals with the role of media education in the higher educational establishments. The advantages of using media educational technologies in teaching and educational process are considered in this paper. Types and functions of the media educational technologies are described in this research.

Стремительное развитие и внедрение компьютерных и медиатехнологий – одна из специфических особенностей современного образовательного процесса. С распространением в мире новых информационных и технических средств обучения сложились предпосылки появления и развития нового направления в образовании – медиаобучения, базирующегося на медиаобразовательных технологиях. В проекте концепции внедрения медиаобразования в Украине, разработанном еще в 2010 году Национальной академией педагогических наук Украины, подчеркивается, что медиаобразование не может быть фрагментарным, а должно быть системным и последовательным [2].

Вопросами применения медиаобразовательных технологий в учебном процессе высшей школы занимались отечественные и зарубежные ученые (М.С. Гриневич, О.С. Мусиенко, И.М. Чемерис и др.). Тем не менее, в вузах Украины еще не до конца сформирована грамотная система и структура работы с такими технологиями. Выяснение педагогических условий применений медиатехнологий на занятиях и обуславливает актуальность нашего исследования.

Медиа – это объекты или системы передачи информации особого происхождения, при помощи которых она передается. В педагогической литературе понятие «медиа» используется относительно вспомогательных научных и тех-